

Woodfields Elementary

304 Woodfields Street
Greenwood, South Carolina 29646

Grades	PK-5 Elementary School	
Enrollment	563 Students	
Principal	Roger Richburg	864-941-5540
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Dru James	864-223-1878

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	49	59	8

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 27 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	Yes
2005	Average	Good	Yes
2006	Below Average	Below Average	Yes

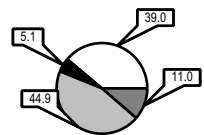
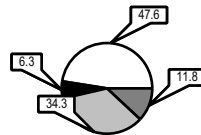
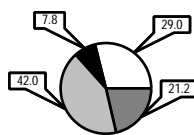
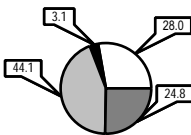
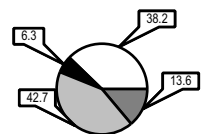
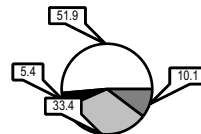
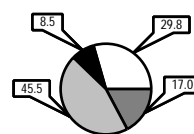
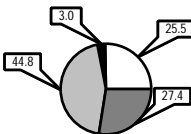
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	292	98.6	27.3	45.4	24.2	3.1	39.2	Yes	Yes
Gender									
Male	147	99.3	34.1	43.0	20.0	3.0	31.9	N/A	N/A
Female	145	97.9	20.0	48.0	28.8	3.2	47.2	N/A	N/A
Racial/Ethnic Group									
White	113	100.0	22.6	36.8	34.0	6.6	52.8	Yes	Yes
African American	104	100.0	29.5	51.6	17.9	1.1	30.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	75	94.7	32.2	50.8	16.9	0.0	28.8	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	249	98.4	21.2	46.8	28.4	3.6	45.5	N/A	N/A
Disabled	43	100.0	63.2	36.8	0.0	0.0	2.6	I/S	Yes
Migrant Status									
Migrant	17	100.0	46.7	40.0	13.3	0.0	26.7	N/A	N/A
Non-Migrant	275	98.5	26.1	45.7	24.9	3.3	40.0	N/A	N/A
English Proficiency									
Limited English Proficient	75	94.7	32.2	50.8	16.9	0.0	28.8	Yes	Yes
Non-Limited English Proficient	217	100.0	25.9	43.8	26.4	4.0	42.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	222	98.2	30.9	48.7	19.4	1.0	32.5	Yes	Yes
Full-pay meals	70	100.0	17.4	36.2	37.7	8.7	58.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	292	100.0	28.6	41.6	21.8	8.0	40.5	Yes	Yes
Gender									
Male	147	100.0	27.2	38.2	25.7	8.8	43.4	N/A	N/A
Female	145	100.0	30.2	45.2	17.5	7.1	37.3	N/A	N/A
Racial/Ethnic Group									
White	113	100.0	17.0	40.6	27.4	15.1	55.7	Yes	Yes
African American	104	100.0	34.7	42.1	21.1	2.1	34.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	75	100.0	39.3	42.6	13.1	4.9	23.0	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	249	100.0	26.3	42.0	22.8	8.9	42.4	N/A	N/A
Disabled	43	100.0	42.1	39.5	15.8	2.6	28.9	I/S	Yes
Migrant Status									
Migrant	17	100.0	40.0	33.3	6.7	20.0	40.0	N/A	N/A
Non-Migrant	275	100.0	27.9	42.1	22.7	7.3	40.5	N/A	N/A
English Proficiency									
Limited English Proficient	75	100.0	39.3	42.6	13.1	4.9	23.0	Yes	Yes
Non-Limited English Proficient	217	100.0	25.4	41.3	24.4	9.0	45.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	222	100.0	35.2	43.5	16.6	4.7	32.6	Yes	Yes
Full-pay meals	70	100.0	10.1	36.2	36.2	17.4	62.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	292	98.6	46.5	35.8	11.5	6.2	17.7
Gender							
Male	147	99.3	42.2	36.3	14.1	7.4	21.5
Female	145	97.9	51.2	35.2	8.8	4.8	13.6
Racial/Ethnic Group							
White	113	100.0	30.2	40.6	16.0	13.2	29.2
African American	104	100.0	50.5	37.9	9.5	2.1	11.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	75	94.7	69.5	23.7	6.8	0.0	6.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	249	98.4	44.6	37.4	11.7	6.3	18.0
Disabled	43	100.0	57.9	26.3	10.5	5.3	15.8
Migrant Status							
Migrant	17	100.0	73.3	20.0	6.7	0.0	6.7
Non-Migrant	275	98.5	44.9	36.7	11.8	6.5	18.4
English Proficiency							
Limited English Proficient	75	94.7	69.5	23.7	6.8	0.0	6.8
Non-Limited English Proficient	217	100.0	39.8	39.3	12.9	8.0	20.9
Socio-Economic Status							
Subsidized meals	222	98.2	55.0	33.5	9.9	1.6	11.5
Full-pay meals	70	100.0	23.2	42.0	15.9	18.8	34.8

Social Studies							
All Students	292	98.6	37.3	46.9	10.8	5.0	15.8
Gender							
Male	147	99.3	35.6	45.9	12.6	5.9	18.5
Female	145	97.9	39.2	48.0	8.8	4.0	12.8
Racial/Ethnic Group							
White	113	100.0	29.2	47.2	13.2	10.4	23.6
African American	104	100.0	41.1	49.5	7.4	2.1	9.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	75	94.7	45.8	42.4	11.9	0.0	11.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	249	98.4	36.0	46.8	11.7	5.4	17.1
Disabled	43	100.0	44.7	47.4	5.3	2.6	7.9
Migrant Status							
Migrant	17	100.0	60.0	20.0	20.0	0.0	20.0
Non-Migrant	275	98.5	35.9	48.6	10.2	5.3	15.5
English Proficiency							
Limited English Proficient	75	94.7	45.8	42.4	11.9	0.0	11.9
Non-Limited English Proficient	217	100.0	34.8	48.3	10.4	6.5	16.9
Socio-Economic Status							
Subsidized meals	222	98.2	42.4	48.2	8.9	0.5	9.4
Full-pay meals	70	100.0	23.2	43.5	15.9	17.4	33.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	86	98.8	16.2	33.8	43.2	6.8	50.0
	4	80	98.8	33.8	43.7	18.3	4.2	22.5
	5	68	100.0	25.4	54.2	18.6	1.7	20.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	107	97.2	20.7	47.8	27.2	4.3	31.5
	4	96	99.0	28.2	44.7	25.9	1.2	27.1
	5	89	100.0	33.7	43.4	19.3	3.6	22.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	86	100.0	21.3	58.7	14.7	5.3	20.0
	4	80	100.0	29.2	38.9	16.7	15.3	31.9
	5	68	100.0	18.6	47.5	20.3	13.6	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	107	100.0	31.2	47.3	16.1	5.4	21.5
	4	96	100.0	23.3	36.0	33.7	7.0	40.7
	5	89	100.0	31.3	41.0	15.7	12.0	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	86	98.8	40.5	43.2	13.5	2.7	16.2
	4	80	100.0	47.2	31.9	18.1	2.8	20.8
	5	68	100.0	37.3	35.6	10.2	16.9	27.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	107	97.2	47.8	39.1	7.6	5.4	13.0
	4	96	99.0	49.4	27.1	18.8	4.7	23.5
	5	89	100.0	42.2	41.0	8.4	8.4	16.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	86	98.8	29.7	47.3	14.9	8.1	23.0
	4	80	100.0	33.3	45.8	16.7	4.2	20.8
	5	68	100.0	25.4	49.2	10.2	15.3	25.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	107	97.2	29.3	60.9	7.6	2.2	9.8
	4	96	99.0	43.5	36.5	15.3	4.7	20.0
	5	89	100.0	39.8	42.2	9.6	8.4	18.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 563)				
First graders who attended full-day kindergarten	80.3%	Down from 80.5%	100.0%	100.0%
Retention rate	1.3%	Down from 1.6%	3.6%	2.8%
Attendance rate	97.0%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.1%	0.0%	0.0%
Eligible for gifted and talented	8.8%	Up from 8.4%	6.9%	10.4%
On academic plans	20.1%	N/AV	45.5%	33.6%
On academic probation	20.9%	N/AV	0.3%	1.0%
With disabilities other than speech	9.1%	Down from 11.5%	7.9%	7.5%
Older than usual for grade	1.5%	Down from 1.9%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	56.1%	Up from 48.6%	50.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	84.8%	Up from 84.4%	87.0%	87.3%
Teacher attendance rate	91.3%	Down from 95.4%	94.9%	94.9%
Average teacher salary	\$40,422	Up 4.4%	\$41,498	\$42,485
Prof. development days/teacher	16.2 days	Down from 18.2 days	13.2 days	13.3 days
School				
Principal's years at school	6.0	No change	3.5	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 17.8 to 1	17.5 to 1	18.6 to 1
Prime instructional time	85.2%	Down from 89.0%	89.6%	89.7%
Dollars spent per pupil*	\$6,160	Down 14.7%	\$6,854	\$6,557
Percent of expenditures for teacher salaries*	65.7%	Up from 62.2%	63.2%	64.0%
Percent of expenditures for instruction*	68.3%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-06 school year was a successful, positive year for Woodfields Elementary. Having met AYP the previous year, we continued to improve our curriculum through a balanced literacy approach. Our philosophy of reading was strengthened through the professional growth opportunities provided by our district. The academic emphases spanned all areas of the curriculum including Language Arts, Math, Science, and Social Studies.

Throughout the year, all students have participated in guided reading, interactive writing, small groups, and individual conferences in order to help all children develop responsibility for their own learning. Additionally, students have participated in a number of service learning projects including: the United Way, collecting canned food for the Salvation Army, and collecting money for the Hurricane Katrina Victims and the Muscular Dystrophy Association. These activities have enhanced the character education of our students because we realize that it is our responsibility to teach our students to become good citizens. We want them to always respect themselves and others, and do the right thing.

A positive school climate is evident at Woodfields. Parents and visitors are always welcome; we are proud to be a Red Carpet School!

Mrs. June Miner was selected as the Teacher of the Year for Woodfields Elementary. Ms. Merrie Dillard was selected as First Year Teacher of the Year for Woodfields.

We are committed to learning. As a community of learners, we understand the importance of everyone working together. Our mission is to enable all students to reach their maximum potential as confident, self-directed learners. We will continue to strive daily to accomplish this mission.

Marcie Evans, School Improvement Council Chairperson
Roger Richburg, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	76	36
Percent satisfied with learning environment	97.4%	81.6%	97.2%
Percent satisfied with social and physical environment	97.4%	81.3%	88.9%
Percent satisfied with school-home relations	64.9%	86.7%	97.2%

*Only students at the highest elementary school grade level at this school and their parents were included.